

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework of the Research

1. The Nature of Reading Comprehension

Reading is an interactive process between what a reader has already known about given topic or subject, and what the writer writes (David Nunan, 1991:33). That definition explains that comprehension should be the primary objectives of the reading process. It is also known as a difficult process to grasp the meaning of vocabulary or a series of words highlighted in oral or printed form.

Therefore, Johnson (2008:109) also found that Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Beside, Klinger, Vaughn, and Boardman (2007:8) state that Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between reader and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

In reading comprehension, there are many ideas of the factors affecting reading comprehension. According to Westwood (2008:62), there are three elements of reading comprehension, they are:

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a. The Reader who is doing the comprehending

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, inference, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

b. The Text that is to be comprehended

The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. These representations include, for example: the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models in the text.

c. The Activity in which comprehension is a part

The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for

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comprehension all of which depend on reader capabilities as well as on the various text features.

Reading is one of the language skills that must be mastered by everyone especially for the students who learn English. Therefore, to ease the students to master reading skill, they have to first know the types of reading. There are four basic groups of reading performance according to Brown (2001:189), they are:

a. Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied.

b. Selective

This category, the students can give brief response from the text that are intended as well, in other words, a combination of bottom-up and top-down processing in teaching reading.

c. Interactive

It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text.

d. Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books. Brown explains that extensive reading is carried out “to active a general understanding of usually somewhat longer text (book, long article, or essay, etc).

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Reading must be taught in teaching learning process. The five basic comprehension processes that work together simultaneously and complement one another, stated by Janette K. Klingner, et.al (2007:9), they are:

a. Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within.

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension.

b. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences.

c. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way.

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text.

e. Metacognitive Processes

Metacognition is the reader's conscious awareness or control of cognitive processes. The reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

Based on the theories above, the researcher concludes that most of the approaches in teaching reading used by the teacher are not applied well and the

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students are quiet lazy and difficult to reading texts because the texts are in English. The researcher has three points based on the explanation above: (1).The reader who is doing the comprehending. (2).The text that is to be comprehended. (3).The activity in which comprehension is a part.

2. Level of Reading Comprehension

Based on the Barrett's taxonomy (in Clymer, 1968: 58), it is designed originally to assist classroom teachers in developing comprehension question and/or text questions for reading. The define levels of cognitive and affective dimintions of reading comprehension. They are:

a. Literal Comprehension.

It is the lowest level, the students identify information directly stated. Literal comprehension has two categories, they are Recognition and Recall that include Details; main ideas; a sequence; comparison; cause and effect relationships; and character traits. The students identify information directly stated. It is reading in order to understand, remember, or recall the information explicitly contained in passage.

b. Reorganization Comprehension

The students organize or order the information in a diffrent way than it was presented or dealing with the organizing of ideas. Reorganization includes classifying; outlining; summarizing; and syntesizing.

c. Inferential Comprehension

It is reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring.The

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students respond to information implied but not directly stated. Inferential comprehension includes supporting details, main ideas, sequence, comparisons, cause, and effect relationships, character traits, outcomes, figurative language.

d. Evaluation comprehension

The students make judgements in light of the material. Evaluation includes Judgement of reality, fact as opinion, adequacy and validity, appropriateness, worth, desirability and acceptability.

e. Appreiation comprehension

It is the highest level, the students give an emotioanal or image-based response. Appreiation includes emotional response to content, identification with characters or indicates, reaction. On the other hand, a good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension.

3 Assessing of Reading comprehension

Assessing in reading is a process to observe and measure the extent ability of the students to comprehend text. A variety of methods and strategies should be used to ensure that the students are being assessed and evaluated in a fair and comprehensive manner. According to Brown (2000:384) a test, in plan words, is a method of measuring a person's ability or knowledge in giving domain. A test has the purpose of measuring. Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms.

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In this research, the researcher carried out a series of test while teaching learning process to access the students' comprehension. While, the types of reading assessment for Junior High School 9 Pekanbaru the researcher used was Selective Assessment to decide the test reading related how the researcher taught it in this school. In selective assessment, the typical tasks were used this research by a multiple choice test to measure the students' achievement on reading comprehension. Good assessment takes into account learning style, strengths, and needs. Effective assessment takes place over time and is varied in its approach.

4. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Teaching reading is not vacuum activity. Students must enjoy during reading process. Teaching reading needs more than only read text. According to Brown (2001:7), teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. The stages of reading lesson according to Brown (2001:118) can be summarized as follows:

a. Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate the students' background knowledge. The teacher should also introduce strategies of reading such as skimming, scanning, predicting, activating schemata, and other strategies that can help students understand the text.

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b. During reading

In this stage, the teacher monitors the students' comprehension by encouraging them to self-questions

c. After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering comprehension questions, learning of vocabulary found in the text, identify the author's purpose.

Meanwhile, in Indonesia teaching reading is taught in Junior High School stage. In teaching English, teacher should be heading toward School Based Curriculum (KTSP-SBC). In English subject, students are taught four language skills, listening, speaking, reading, and writing. In relation to this research, it only focuses on reading.

In this research, the researcher focuses on the eighth grade students at Junior High School in learning reading in the second semester. In learning reading, students are required to achieve standard competence and basic competences. In standard competence, students are required to comprehend the meaning of short essays in form of recount and narrative text. Whereas in basic competence, there are three competences must be achieved by students. First, students are required to read aloud short functional written texts and short essays in form recount and narrative text. Second, students are required to respond meaning in short functional texts. Third, students are required to respond meaning in short essays in form of recount and narrative texts. The materials learned by the students in

second semester at teaching reading are seen from standard competence, they are: recount and narrative text.

5. Reading Comprehension in Narrative and Recount Text

a. Narrative Text

Definition of narrative text, according to Knapp and Watkins (2005:220) is a piece of text which tells a story to amuse and entertain the reader or listener. Narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'. Furthermore, to Klinger (2007:77) points out that: Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. Dealing with this, Hasibuan and Ansyari (2007:130) stated that the social purposes of narrative text are to amuse, create, stimulate emotions, motivate, guide and teach the readers.

Table II.1
The Characteristics of Narrative Text

Text Type	Purpose	Generic Structure	Language Features	Examples of narrative text
Narrative	To entertain the readers	<ol style="list-style-type: none"> 1. Orientation: introduces the characters and settings involved. 2. Complication: an event or a sequence of events that lead the characters into a conflict. 3. Reorientation: the problem starts to get resolved. It can be happy ending or vice versa. 	<ol style="list-style-type: none"> 1. Action Verbs 2. Adjectives 3. Connectors to do with time and sequence 4. Pronouns 5. Past Tense 6. Adverbs 	<ol style="list-style-type: none"> 1. Short stories 2. Folklore 3. Legends 4. Fables 5. Myths

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b. Recount Text

According to Andersons (1997: 48), a recount is a piece of text that retells past events, usually in the order in which they happened. Recount is a text which retells events or experiences in the past. Its the social function or purpose is either to inform or to retell events for the purpose of informing or entertaining the audience. While, Andersons (1997: 48) claimed that the purpose of a recount is to give the audience a description of what occurred and when it occurred. The common examples of recount text types are: newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters. The recount text type retells past events, usually in the order in which they happened. The steps for constructing a recount text stated by Andersons above are called *generic structure*. There is also another thought in giving the characteristics or generic structure of recount text type, those are:

- a. Orientation: introducing the participants, place and time;
- b. Events: describing series of events that happened in the past;
- c. Reorientation: stating personal comment of the writer to the story, it is optional.

According to Andersons (1997: 50), the language features usually found in a recount are proper nouns to identify those involved in the text; the language features of a recount text are:

- a. Introducing personal participant: I, my group, etc.;
- b. Using chronological connection: then, first, etc.;

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- c. Using linking verbs: was, were, saw, heard, etc.;
- d. Using action verbs: look, go, change, etc.; and
- e. Using simple past tense

In this reserach, the researcher used narrative text because this topic is based on the curriculum and syllabus of the eight grade at State Junior High School 9 Pekanbaru. Their topics in the second semester are narrative and recount text. The researcher chose both narrative and recount text because the students reading narrative and recount text is still far from the expectation of the syllabus and curriculum.

6. Teaching Reading Comprehension by Using of Text to Self, to Text, to World Strategy

a. The nature of Text to Self, to Text, to World Strategy

According to Cowen & Cohen (2008: 212), Text to Self, to Text, to World Strategy is a reading strategy which readers draw upon their background knowledge while they are reading and make connections to their own personal experience, knowledge, opinions, and emotions that are similar to what they just read. Teachers show students how to make text-to-text, text-to-self, and text-to-world connections so that readers can more easily comprehend the texts they read. Students can make connections between: text to self, to text, to world or to other texts they read that may be by the same author, have the same theme, or discuss a similar topic. These connections are an important during-reading (pre and post reading) strategy that the teacher can model for the

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students, and they can discuss this strategy after they have completed reading the text.

Then, according to Harvey & Goudvis (2000) into Arlene (2010:13) that Text to Self, to Text, to World Strategy is active comprehend reading strategies are used to promote critical reading skills. Often the strategy involves previewing texts and making personal connections in order to construct meaning. These strategies focus on the student's prior knowledge and experiences.

Furthermore, based on the definition from Ketch, A. (2005: 8-13.) as readers respond to text, they make connections. It is these connections to the text, to the world, to background information, and to experiences (schema) that make readers feel like the characters, connect to the story, or remember similar experiences. Besides, Connecting to emotions and senses enhances comprehension skills because the reader can identify with the characters or situations in the text in extremely personal ways and make comparisons.

Dreper (2010: 6) stated that to effectively use this strategy, teacher should spend time modeling for students how to make meaningful connections. The easiest connection to teach is text-to-self. Teacher should model text-to-self connections initially with selections that are relatively close to the student's personal experiences. A key phrase that prompts text-to-self connections is, "this reminds me of. . ." Next, teacher should model how to make text-to-text connections. Sometimes when we read, we are reminded of other texts we have read. Encourage students to consider the variety of texts

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they have experienced which will help them understand the new selection. Finally, teacher should model how to make text-to-world connections. When teachers suspect that students may lack the ability to make meaningful connections, classroom instruction will be necessary to bridge the gap between reading experiences and author assumptions.

The teacher models by thinking aloud and labeling the types of connections. Students respond by thinking aloud or writing their connections.

1. Text to self connection

Text-to-self connections are personal connections that readers make between a piece of reading material and the reader's own experiences life.

Example: "This story reminds me of a visit to my grandmother's house."

2. Text to text connection

Text-to-text connections are connections that readers make gain insight during reading by thinking about how the information they are reading connects to other familiar text. Example: "This character has a similar problem to one that I read about in a story last month."

3. Text to world connection

Text-to-world connections are broader connections that readers make while reading. A text might remind students of something they learned through movies, television, newspapers, or magazines. Example: "I read a book that showed some of the ideas in this story. ."

Based on the explanation above, we know that text to self, to text, to world is a strategy to improve students' reading comprehension by

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connecting the readers own experience with the text. The readers read the text and find out some connections point that they already felt, it might make them excited with a familiarity text and provide a good comprehension of the text.

b. The Procedure of Teaching Reading by Using Text to Self, to Text, to World Strategy:

There are some procedures that should be followed by the teacher to apply Text to Self, to Text, to World strategy. According to Virginia Department of Education (2004:150), the procedures of text to self, to text, and to world strategy are:

1. Choose and distribute a text rich in connections.
2. Read aloud and pause to articulate and label the first connections.
Continue reading and pausing to demonstrate and articulate the other types of connections.
3. Ask students to share any connections they may have, and help them label these connections.
4. Distributes the Connections Worksheet and a text on a very familiar subject.
5. Students have read, and label several connections to the text, either individually or with partners.
6. Discuss students' connections in small group or with the whole class.
7. Repeat often with a variety of texts.

The example of Connections Worksheet can be seen in the table below:



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Connections Worksheet:
Text to Self, Text to Text, and Text to World

Name :


Book/ Text :

Author :


1. Text to Self Connection

After reading a book or a pieces of text, write about how the book is similar or different from own your life by using the questions in the chart (Draper, 2010: 27).

Picture II. 1.



Text-to-Self Connections




- When I read the text of _____
I remembered . . .
- This part is like my life because . . .
- This character reminds me of myself because . . .


2. Text to Text Connection

After reading a book or a pieces of text, compare how it is similar and different to another book you have read by using the questions in the chart (Draper, 2010: 27).

Picture II. 2.



Text-to-Text Connections





- This book is like _____ because . .
[title of another book]
- This character is like _____ in the
[character]
book _____ because . .

3. Text to world Connection

After reading a book or a pieces of text, compare how the book is similar and different to the world around you by using the questions in the chart (Draper, 2010: 27).

Picture II. 3.


Text-to-World Connections


- I saw something like this when I watched/read
 _____ . What I know is . . .
 [newspaper, TV, movie]
- This reminds me of something that happened in the real world:

B. The Relevant Research

a. A Research from Winda Ikhwani Rachman

In 2015, Winda conducted the research about: “The Implementation of Making Connection Strategy on Students’ Reading Comprehension in Descriptive Text at the Second year Students of Vocational High School Tigama Pekanbaru”. The research was experimental research. This researcher concluded that students’ reading comprehension taught by using Making Connections Strategy was better than students’ reading comprehension taught without using Making Connections Strategy. The result of data analysis, the researcher found the significant effect score that showed 3.330. In level of 5% the score was 2.00. In level of significance of 1% the score was 2.65. It can be read $2.00 < 3.330 > 2.65$. It means that there was a significant Effect of Using Making Connections Strategy on Students’ Reading Comprehension of the second year students at Vocational High School PGRI Bangkinang.

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b. A Research from Cathy Arlene

In 2010, Cathy Arlene conducted a research about: “The effect of text-to-self reading strategies on reading comprehension”. It was based on her experience when she did teaching practice of the 6th grade students at Minnesota school. The research was experimental research. In this research, she focused on reading comprehension scores between male and female students, using guided reading with text-to-self reading connections. The purpose of this study was to evaluate the effectiveness of text-to-self reading instruction and to compare the comprehension achievement of male and female students in 6th-grade reading of text-to-self connections. The findings of this study showed that female and male students in the text-to-self experimental group students in the text-to-self group had a higher mean than the control group, which was statistically significant $F [(1, 40) = 20.484, p < .001, \text{Partial eta squared} = .339]$. This study seems to indicate that the text-to self strategies used in the experimental group were beneficial for male and female students.

This research is different from the two relevant researches above. The difference between this research and the previous research was in the variable y. In the previous research, the researcher focused on examining the relationship between text to self, to text, to world and reading comprehension only in general reading. But in this research, the researcher specified variable y into reading comprehension of narrative and recount text of the eighth grade students at State Junior High School 9 Pekanbaru..

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C. The Operational Concept of the Research

The operational concept of this research is still in general, there are two variables used. Text to Self, to Text, to World strategy is an independent variable (X) and reading comprehension in reading textbook is a dependent variable (Y).

To operate the investigation on the variables, the researcher will work based on the following indicators:

1. The Indicators of Text to Self, to Text, to World strategy (variable X) as follows:

- a. The teacher chooses and distributes a text rich in connections.
- b. The teacher reads aloud and pauses to articulate and label the first connection. Continue reading and pausing to demonstrate and articulate the other types of connections.
- c. The teacher asks students to share any connections they may have, and help them label these connections.
- d. The teacher distributes the Connections Worksheet and a text on a very familiar subject.
- e. The students have read, and label several connections to the text, either group or with partners.
- f. The teacher and students discuss connections in small group or with the whole class.
- g. The teacher repeats often with a variety of texts.

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2. The Indicators of Students' Reading Comprehension (variable Y) from the taxonomy as follows:

- a. Literal Comprehension: The students are able to identify the main idea information directly stated.
- b. Reorganization Comprehension: The students are able to organize or order the information in a classifying of the text.
- c. Inferential Comprehension: The students are able to respond the information implied or inference of the text but not directly stated.
- d. Evaluation Comprehension: The students are able to make judgments in the light material of the worth (moral) from the text.
- e. Appreciation Comprehension: The students are able to give an emotional or reaction responses based on the text.

D. The Assumptions and The Hypotheses of the Research

1. The Assumption

There are many strategies that can be applied in teaching reading, one of them is Text to Self, to Text, to World strategy. Text to Self, to Text, to World strategy is one ways to study reading which is followed by activities that help students learn to apply each type of text connection when responding to text. Text to Self, to Text, to World strategy helps the students connect emotions and senses that enhances comprehension skills because the reader can identify with the characters or situations in the text in extremely personal ways and make comparisons.

In this research the researcher assumes that the students who are taught by using Text to Self, to Text, to World strategy will have better reading comprehension of Narrative and Recount text. Furthermore, the better implementation of Text to Self, to Text, to World strategy in reading subject, the better students make those connections that will improve reading comprehension.

2. The Hypotheses

Based on the assumption above, hypotheses of this research are :

1. a. Ho: Students taught by using Text to Self, to Text, to World strategy do not have better scores of reading comprehension than those who are taught without using Text to Self, to Text, to World strategy at Junior High School 9 Pekanbaru.
- b. Ha: Students taught by using Text to Self, to Text, to World strategy have better scores of reading comprehension than those who taught without students using Text to Self, to Text, to World strategy at Junior High School 9 Pekanbaru.
2. a. Ho: There is no significant difference of using Text to Self, to Text, to World strategy on reading comprehension of eighth grade students at Junior High School 9 Pekanbaru.
- b. Ha: There is a significant difference of using Text to Self, to Text, to World strategy on reading comprehension of eighth grade students at Junior High School 9 Pekanbaru.

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